

EDUCATIONAL PSYCHOLOGY

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UNIVERSITY . . . WITH A CHAPTER ON MENTAL
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Contents

CHAPTER	PAGE
1 The Field of Educational Psychology	1
<i>Mental Development</i>	1
<i>Securing Interest and Economy of Time and Effort in Learning</i>	2
<i>Mental Health</i>	4
<i>The Measurement of Personality</i>	4
<i>Vocational Interests and Aptitudes</i>	5
2 The Social Environment of Youth	7
<i>Comparison of Learning in and out of School</i>	7
<i>Characteristics of Social Groups</i>	7
<i>The Family as an Educative Group</i>	10
<i>Other Community Groups and Extracurricular Activities</i>	11
3 Mental Development in Infancy and Childhood	18
<i>The Problems</i>	18
<i>Physical Basis of Mental Growth</i>	20
<i>General Character of Early Mental Growth</i>	23
<i>Individual Differences</i>	29
<i>Maturation</i>	34
<i>Factors Related to the Development of Intelligence</i>	38
<i>Rôle of Various Environments in Children's Language and Understanding</i>	42
<i>Personality</i>	43
<i>Sex Differences</i>	47

CHAPTER		PAGE
4	Mental Development in Adolescence	55
	<i>Methods of Study</i>	55
	<i>Some Effects of Physical on Mental Development</i>	58
	<i>Social Development</i>	62
	<i>Intellectual Development</i>	68
	<i>Moral Development</i>	80
5	The Experimental Evidence for Cooperation in Learning	94
	<i>Definition of Cooperation</i>	94
	<i>Cooperation in Primitive Society</i>	95
	<i>Influence of an Audience on the Efficiency of Work</i>	96
	<i>Experimental Evidence on the Efficiency of Cooperation</i>	98
6	Social Learning	112
	<i>Progressive Education and the Socialization of the School</i>	112
	<i>The Function of the Teacher in the Group</i>	114
	<i>The Relation of Subject Matter to Living and Learning</i>	115
	<i>Social Learning Predominantly Problem-solving in Type</i>	117
	<i>Expository Teaching and Learning</i>	121
	<i>How to Keep Teaching and Learning Social</i>	123
	<i>Clear Thinking in a Social Atmosphere</i>	136
7	Motivation	153
	<i>The Sources of Motives</i>	154
	<i>Emotion as Drive</i>	155
	<i>Attitudes</i>	161
	<i>Relative Value of Different Motives</i>	164
	<i>Relative Effectiveness of Traditional and Progressive Moti- vation</i>	176
	<i>Motivation in the Elementary School</i>	177
	<i>Unreliability of Measurements of Motives</i>	178
8	Case Studies in Teaching and Learning	186
	<i>Preparation of a Dinner</i>	187
	<i>Making Airplanes</i>	188
	<i>Plants as Sources of Food</i>	189

Contents

xi

	PAGE
<i>Training in Cooperation in Zoology</i>	195
<i>Inspecting and Pruning Nursery Stock</i>	196
<i>The Industrial Revolution</i>	203
<i>Macbeth</i>	213
 9 Individual Learning	 222
<i>Interpreting Experience</i>	222
<i>Relation of Direct and Indirect Experience</i>	225
<i>The Necessity of Reaction</i>	235
<i>Learning by Imitating a Model</i>	237
<i>Relation of Part and Whole in Learning</i>	237
<i>Long-Time Variations in Rate of Learning</i>	244
<i>Reading and Recall</i>	247
<i>Understanding and Expressing Abstract Ideas</i>	251
<i>Associative Learning</i>	256
<i>The Transfer of Training</i>	257
 10 Learning Motor Skills	 273
<i>How to Learn Motor Skills</i>	273
<i>Learning to Type-write</i>	280
<i>Learning to Swim</i>	287
<i>Handedness</i>	293
 11 Retention	 298
<i>The Causes of Forgetting</i>	298
<i>How Good is Retention?</i>	307
<i>The Rate of Forgetting and the Distribution of Reviewing</i>	310
<i>Relative Retention of Different Kinds of Knowledge</i>	315
<i>Reviewing</i>	318
<i>Improving the Memory</i>	323
 12 Mental Hygiene	 330
<i>Relation to Education</i>	330
<i>Criterion of Adjustment</i>	332
<i>Teachers' Concern with Mental Hygiene</i>	333
<i>How Adequate Adjustment Is Achieved</i>	335

	PAGE
<i>Determining Adequacy of Development</i>	343
<i>What to Do about the Maladjusted</i>	345
<i>Teachers' Mental Health</i>	346
13 The Hygiene of Work	352
<i>Attitude toward Work</i>	353
<i>Efficiency at Different Times of the Day</i>	355
<i>Fatigue and Loss of Interest</i>	357
<i>Rest</i>	360
<i>Sleep</i>	362
<i>Distraction</i>	364
<i>Atmospheric Conditions</i>	365
<i>The Hygiene of Teaching</i>	366
14 The Measurement of Personality Other Than Intelligence	377
<i>Definition of Personality</i>	377
<i>Rating Scales</i>	379
<i>Studying the Personality of Entering Students</i>	404
<i>The Measurement of Attitudes</i>	405
15 The Measurement of Intelligence	418
<i>The Evolution of Intelligence Tests</i>	418
<i>The Revised Stanford-Binet Tests</i>	421
<i>Other Individual Tests</i>	425
<i>Should Teachers Give Individual Tests?</i>	430
<i>Reliability and Validity of the Stanford-Binet Test</i>	431
<i>Group Intelligence Tests: Their Evolution and Description</i>	434
<i>Reliability and Validity of Group Intelligence Tests</i>	440
<i>Intelligence Tests for the Elementary School</i>	441
<i>The Uses of Intelligence Tests for Children in General</i>	448
<i>Intelligence Test Information is Professional and Confidential</i>	453
<i>The Uses of Intelligence Tests among Exceptional Children and the Differentiation of Instruction</i>	454

<i>Contents</i>	xiii
16 The Measurement of Achievement	468
<i>The Problem of Evaluation</i>	468
<i>Constructing a Test</i>	472
<i>Reporting the Results of Tests</i>	478
<i>Evaluating a Test</i>	484
<i>Commercially Distributed Tests</i>	489
<i>Using the Results of Tests</i>	493
17 Some Studies of the Modification of Heredity by Environ- ment	495
<i>Brief Review of Some of the Earlier Studies</i>	495
<i>Nature of the Psychological Methods of Study</i>	501
<i>Attempts to Render Children More Similar by Subjecting Them to the Same or a Similar Environment</i>	503
<i>Attempts to Improve the Intelligence of Children by Subjecting Them to a Better Environment</i>	505
<i>Identical Twins Reared Apart</i>	516
<i>Assortative Matings</i>	518
<i>Social Inheritance</i>	519
18 Vocational Guidance	526
<i>Why Necessary</i>	526
<i>Factors Involved in Vocational Choice</i>	529
<i>Interests</i>	532
<i>Abilities</i>	536
<i>Knowledge of Jobs</i>	539
<i>The School's Part in Vocational Guidance</i>	541
<i>Avocations</i>	542
<i>Effectiveness of Vocational Guidance</i>	543
Index	547

Educational Psychology

Chapter 1 The Field of Educational Psychology

*I*t is a good idea at the outset of this study to ask, What should the prospective teacher seek in educational psychology? What should be his aim, not merely in this course, but also in a much wider field—his entire study of the subject? Educational psychology is not concerned with the content of the subjects that he will later teach. It has to do with the methods of teaching, with furnishing an experimentally determined basis for them. There are two large problems to which educational psychology should make a material contribution: how to construct good teaching, and how to judge teaching by others. These two questions are closely related, for the standards by which one judges the teaching of others are the same as those by which his own teaching is constructed, but the approaches to the two problems are different.

The following sections outline the principal subdivisions of the field that the teacher should seek to know.

Mental Development

If a serious effort is to be made to put the emphasis where it is meant to be in the educational slogan that “it is the function of the school to teach children, not subject matter,” it is necessary for the teacher to be well acquainted with the mental development of children from the preschool period through adolescence. Chapters 2 and 3 deal with this subdivision of the field—child and adolescent psychol-